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ABSTRACT

This publication synthesizes eight case studies which trace the development of out-of-school population education programs in eight countries: Bangladesh, India, Indonesia, Pakistan, Philippines, Republic of Korea, Sri Lanka, and Thailand. The case studies show that in all the eight countries, the majority of the population education programs have come up through a process of evolution rather than through strict planning and development processes. The synthesis compares the eight case studies in the following areas: rationale for the programs; evolution of these programs; different modalities and innovative features in curriculum materials development; personnel training; research and evaluation; and coordination. Some of the noteworthy features of the programs include the following. A number of organizations, both governmental and nongovernmental, actively participate in the population education programs. These include youth groups, women's organizations, and trade unions. Population education has been integrated into welfare development and literacy programs. While the main text is meant primarily for planners and policy-makers, the appendices can be very useful for practitioners. They contain guidelines for the preparation of the case studies and for the development of integrated curriculum and instructional materials; sample lessons on population education; and lists of agencies engaged in out of school programs for population education. (Author/RM)

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Development of Out-of-School Population Education Programmes: A Synthesis

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I. INTRODUCTION

With a view to preparing a comparative study of the development of out-of-school population education programmes in the region, the Unesco Regional Office for Education in Asia and Oceania commissioned the preparation of a number of national case studies. The eight countries whose case studies are published here and the names of the authors of the studies are as follows:

Bangladesh	-	Md. Habibur Rahman and Nasiruddin Ahmed
India	-	T.A. Koshi
Indonesia	-	Sans S. Hutabarat
Pakistan	-	Jameela Naeem and Anwar Raza
Philippines	-	Remedios Cayari
Republic of Korea	-	Eun Yin Lee and Sung Jin Lee
Sri Lanka	-	Devanesan Nesiah
Thailand	-	Sunthorn Sunanchai

Although the work in the different countries was commissioned at the same time, the case studies came in at different times, between January 1978 and September 1979. To this extent, they describe the status of programmes at different points of time.

A carefully prepared set of guidelines (see Appendix A) was issued for the preparation of the case studies. The case studies, however, show varying degrees of conformity with these guidelines, and thereby rule out a strict comparative analysis. It would be fair to say that the lack of conformity was to some extent caused by the fact that programmes are at various stages of development in the countries concerned.

The case studies show that the term 'population education' is interpreted in different ways by different writers. This is also to a certain extent a function of the state of programme development. Where programme development has not proceeded much beyond family planning information, there is a tendency to equate family planning information with population education. When an agency or organization is named in a case study as being engaged in population education, this statement has been accepted at its face value.

The present report attempts to focus on the salient characteristics and problems of out-of-school population education programmes as reflected in the case studies. It is, however, not entirely a status report, and every effort has been taken to make it constructive and forward-looking.

II. THE RATIONALE FOR OUT-OF-SCHOOL POPULATION EDUCATION PROGRAMMES

The case studies show that in all the eight countries surveyed, the rationale for out-of-school population education is based principally on three considerations:

A. The problems posed by rapid population growth in each country, and the commitment on the part of each country to cope with it;

B. The recognition of the role of population education;

C. The existence in the countries of vast numbers of non-schooled and out-of-school youth and adults, who cannot be reached through in-school programmes.

A. The problems posed by rapid population growth in each country and the commitment on the part of each country to cope with it

The table below provides a summary of the salient features of the demographic situation in each of the eight countries of the study:

Country	Population Estimate Mid-1979 (millions)	Birth Rate	Death Rate	Rate of Natural Increase (annual, per cent)	Population under Years (per cent)	Urban Population (per cent)
Bangladesh	87.1	47	18	2.9	43	9
India	660.9	34	15	1.9	41	21
Indonesia	140.9	35	14	2.0	44	18
Pakistan	79.9	44	14	3.0	46	26
Philippines	46.2	34	10	2.4	43	32
Republic of Korea	37.6	24	7	1.7	38	48
Sri Lanka	14.5	26	8	1.8	39	22
Thailand	46.2	32	9	2.3	43	13

It will be noted that according to the rates of natural increase shown in this table, the number of years that would be taken for population to double would range from 23 years for some countries to 41 years for the Republic of Korea.

In the case of the Republic of Korea, however, the picture is not as rosy as it would seem at first sight. The Fourth Five-Year Economic Development Plan (1977-1981) expresses concern that the number of females of reproductive age is expected to increase by 1.2 million during the Fourth Plan period as a result of the baby booms of the 1950's, following upon the termination of the Korean war.

Official documents show that all eight countries are deeply concerned about the wide range of problems that are exacerbated by rapid population growth:

1. A declining land-man ratio;
2. Sluggish economic development and slow rate of growth of per capita income; *
3. Chronic food shortages, malnourishment and undernourishment;
4. Increasing pressure on housing, health, water and sewerage services, transportation;
5. Increasing school age population, and a shortage of school accommodation, teachers and supplies;
6. A high dependency ratio that makes heavy demands on present consumption and discourages savings accumulation.

Apart from these problems of rapid population growth, there are also the effects of urbanization on a number of cities in these countries, the single exception being Sri Lanka which does not as yet have any city bursting at its seams.

There is more awareness now than at any time in the history of these countries that all development efforts would be nullified unless rapid population growth is curbed and excessive urbanization contained. In consonance with this awareness, recent statements of policies and programmes have called for a national commitment to population-related action as a matter of urgency.

Appeals have been made to the political leadership of each country to regard the population problem as being above party politics, and calling for a united national effort at finding solutions. The full participation of the people in a massive national effort that takes on the dimensions of a vigorous national movement is invited. A total mobilization of resources, human as well as financial, is regarded as necessary. Population planning is regarded an integral part of all development planning, and measures that go beyond family planning (e.g. increased access to education and employment, especially of girls in rural areas), are strongly advocated. Workers in various development and welfare programmes are urged to make use of every opportunity of personal contact with the people to open up a dialogue on population factors as they affect the individual and the family, and also the nation, to the extent that this factor may have salience with certain people.

The one missing factor in what are otherwise comprehensive population policies would seem to be the lack of attention to security in old age and sickness, a question of vital importance to the poorer socio-economic groups, and one of the powerful determinants of their

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* Does not apply to the Republic of Korea.

reproductive behaviour. Perhaps, this question is so intractable that policy makers dare not touch it.

Given the very sincere commitment of government to a variety of courses of action to alleviate the population problem, population education can play a crucial role in providing the people with the understanding that would lead to informed action.

B. Recognition of the role of population education

The Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (MINEDASO) organized by Unesco with the co-operation of ESCAP and held in Colombo, from 24 July to 1 August 1978, adopted the recommendation below:

Recommendation No. 21

The Conference,

Considering that population pressure is impinging on development in the region,

Realizing that more than half of the population of the world, and about three-fourths of the population of Asia, are suffering from poverty, malnutrition and under-nutrition,

Recognizing that intervention in many sectors would be required to improve this situation to mitigate the negative impact of population growth within the family, the community and the nation, and that one form that this intervention has taken is population education,

Recognizing that population education complements family planning programmes through the development of critical awareness enabling the individual to make rational decisions about population matters, leading to a better quality of life for the individual, the family and society,

Noting that population education is one of the means to curricular innovation and reform in education,

Recommends to Unesco that, with the support of UNFPA, it continues to co-operate with Member States which have introduced population education programmes in the implementation, development of curricula and materials, research and evaluation in population education, in establishing a population education information network and in facilitating the sharing of experiences in population education in the region.

All the countries of the present study were a party to this resolution. Apart from it, all eight countries have given explicit recognition to the role that population education could play in sensitizing the people - children, youth and adults - to the implications of

family spacing and size, rapid population growth and excessive urbanization, by committing large sums of money to population education programmes, both in-school and out-of-school. Apart from helping in the achievement of population education programme objectives, it is also increasingly realized that population education, being basically concerned with promoting an understanding of the interrelationships among social phenomena and the problems arising therefrom, and encouraging decision making and action calculated to enhance quality of life for oneself and for others, could serve as a catalyst to meaningful participation in all development-oriented activities. In other words, population education, especially in the out-of-school sector, is seen as a double-edged tool, for the achievement of not only population objectives but other development objectives as well.

C. The existence of vast numbers of out-of-school youth and adults, who cannot be reached through in-school programmes

As in 1970, the estimated percentage of out-of-school youth, aged 6 to 18 years, is shown below:

Percentage of Out-of-School Youth 6-18 years (1970)

Bangladesh	78
India	53
Indonesia	60
Pakistan	78
Philippines	33
Republic of Korea	30
Sri Lanka	38
Thailand	53

The majority of out-of-school youth and adults, in the eight countries included in the present survey, are likely to have had little or no schooling at all, and missed being exposed to any substantial extent to the modernizing effects of education. Considering, however, that they would be either on the threshold of marriage, or already married, their reproductive behaviour would be crucial in determining the trend of population growth. Many among them, especially the teenagers and adults in their early twenties, are likely to be quite receptive to new ideas, if they are given opportunities of acquainting themselves with such ideas.

Youth and young adults of the present day are known to be action oriented and ready to play a positive role in solving community problems. They need therefore to be sensitized to population issues partly for the influence that such sensitization may have on their own reproductive behaviour and partly for the leadership role that they may assume as change agents in their own communities, when they are convinced of courses of action that may lead to the amelioration of socio-economic conditions and contribute to the common good.

Out-of-School Population Education Programmes

While the entire out-of-school sector, consisting of both youth and the complete adult range, is important, the view of the Unesco Consultative Seminar on Population Education for Out-of-School Youth and Adults, held at Bangkok in 1975, is substantially sound and valid to this day. The Seminar stressed that in countries which do not have the financial and personnel resources to launch a comprehensive programme of population education covering the entire population of out-of-school youth and adults, prior attention should be devoted to out-of-school youth and young adults. It is, of course, left to each country to determine its priorities. Judging from the programmes in countries, it is clear that out-of-school youth and young adults are regarded as a priority, but the percentage exposed to programmes appears to be quite low.

III. THE EVOLUTION OF OUT-OF-SCHOOL POPULATION EDUCATION PROGRAMMES

The national case studies showed that, in all the eight countries included in the present study, the majority of the out-of-school population education programmes have come up through a process of evolution rather than through strict planning and development processes. In fact, those that have come up through the latter processes established themselves at a much later date, and by that time several that had evolved were already functioning. This was inevitable for historical reasons. In all these countries, family planning activities were going on long before the term population education gained currency. The family planning activities were for the most part service oriented, but a few of them had a limited component of family planning information included in them.

When the UNFPA came on the scene and offered financial assistance for developing population projects, emphasizing not only the service component but also information - education - communication (IEC) components and population education, agencies already active in the field of family planning were quick to snap up the term population education, and use it to describe their slightly expanded information activities. The term had a threefold appeal. It was new, respectable, and free of the sensitivities attached to birth control and family planning. Basically, what was added to programmes was very little in spite of the adoption of the term population education.

It is only with the conceptualization of population education with reference to the in-school sector as the result of the endeavours of the educators who pioneered programme development in this field that some of these organizations, which have adopted the term in the out-of-school sector, began to extend the coverage of the content to go beyond family planning information to population education. It is a debatable point as to how much new content should be included to justify the use of the term population education. This would be considered in a later chapter. Suffice it to say that, as a bare minimum, something beyond strictly contraceptive information should be offered, and that there should be some content bearing on population change and its relationship to at least one aspect of quality of life. The case study writers have in general been aware of this problem, but in respect of those countries with a virtual absence of out-of-school population education programmes, they have themselves described population education programmes which offered only family planning education. Anyway, the reality is that the majority of the out-of-school population education programmes have evolved rather than been planned and developed.

The impetus for the planning and development of out-of-school population education programmes on a systematic scale came from the financial assistance offered by the United Nations Fund for Population

Activities (UNFPA) and technical assistance provided by the U.N. specialized agencies, chiefly Unesco and International Labour Organization (ILO). Of the eight countries included in the present study, although the Philippines was the first to get its national population education programme accepted by the UNFPA for funding, it did not have an out-of-school component. Later, however, the situation was remedied by the introduction of the programme entitled *Population Awareness and Sex Education (PASE)* under the auspices of the Bureau of Youth Welfare of the Department of Social Welfare. Indonesia included out-of-school education as a substantial part of its population education programme, which was jointly funded by the International Bank for Reconstruction and Development (IBRD) and UNFPA. The Republic of Korea included the out-of-school component as a very small element in its Master Plan for Population Education and received funding. Sri Lanka, which was also among the earliest countries to engage in population education, did not have an out-of-school component.

Some Noteworthy Features of Out-of-School Population Education Programmes

The case studies show that the out-of-school population education programmes, as they have evolved over the years, have several noteworthy features about them. They may be summarized as:

1. The active participation of a number of organizations, governmental and non-governmental, in out-of-school population education programmes;
2. The integration of population education in welfare, development and literacy programmes; and
3. a) The participation of youth groups,
   b) Women's organizations, and
   c) Trade unions in out-of-school population education programmes.

Each of these will be dealt with in turn.

1. Organizations participating in out-of-school population education programmes

The case studies show that by and large organizations participating in out-of-school population education programmes may be classified as follows:

a) Government Ministries and Directorates;
b) Autonomous organizations established by the Government;
c) National voluntary organizations;
d) International organizations.

A word may be mentioned about (b). The organizations intended in this connection are those such as the Population Commission, and the Population Centre Foundation of the Philippines, and the National Family Planning Co-ordinating Board of Indonesia.

The category to which an organization belongs is no indication of the coverage of its programmes. Some programmes would cover the entire country, while others would be confined to specific areas, or limited to well-defined target groups. In general, coverage of the entire country, where achieved at all, has been through the mass media, such as the radio.

2. <u>The integration of population education in welfare and development programmes</u>

a) Maternal and child health programmes

In almost every country included in the case studies, the most natural and easily available programmes for the inclusion of population education were the maternal and child health programmes. Maternal and child health services, inclusive of family planning information and services, were an ongoing concern and it was a short step thence to broaden the family planning information content by the inclusion of some population education. The quantum of population education introduced was in many cases minimal, but the encouraging element in the situation was that the idea of population education gained currency and that in spite of the small beginnings a more expanded coverage could be expected in course of time.

b) Agricultural, rural development, co-operative development literacy and other non-formal education programmes

The inclusion of population education is seen in a two-fold perspective. There is first of all the realization that programmes seeking to improve the quality of rural life need to take into account population factors, such as the number and spacing of children, that took away some of the gains from such programmes. Moreover, as these programmes need for their successful fruition the use of human resources at their maximum potential, such factors as the nutrition and health status of families, often adversely affected by too many and too frequent child births in families, become an important element for consideration. Secondly, from the point of view of motivating people to accept family planning, it is realized that agricultural extension workers, rural development personnel, co-operative officials, literacy teachers, etc., who gain the confidence of the people by bringing beneficial skills, knowledge and insights to them would be in a position to discuss population issues incidentally with them as and when relevant, and in this way convey the need for population control effectively but unobtrusively.

Out-of-School Population Education Programmes

Among very successful projects in this direction are the Integrated Rural Development Programme (IRDP) in Shadab, Lahore, Pakistan. Its aims are "to increase agricultural production by providing training, supplies and sales outlets to farmers; to provide opportunities for local participation and self-help; to stimulate housing development and rural industries in order to cut down employment; and to carry out education and social welfare activities." Agencies - governmental, semi-governmental, and private - collaborated in a co-ordinated effort to provide advice, technical assistance and training to local people. The population component was handled by the Family Planning Association of Pakistan which recruited and trained local leaders to participate in literacy teaching and youth work, and introduce population education material in its relationship to development.

A somewhat different modality of operation has been used in connection with the work of the Allahabad Agricultural Extension Institute, India. The project area of 490 villages was divided into rural zones, and to each were appointed a male field worker to work with the men on agricultural training, and a female field worker to work with the women on health matters. The two field workers were expected to introduce family planning ideas gradually into the general context of their activities.

In the Philippines, the Samahang Nayon Rural Co-operative Project under the Department of Local Government and Community Development organized a network of co-operatives to distribute farm inputs, make credit available, and handle and market members' produce. Population education is undertaken as part of the activities in order "to enable residents in the project villages to understand the implications of population factors for the quality of life at the family, community and national levels" in the hope that with this understanding "they would be able to make sound decisions towards the achievement of family goals."

The Functional Literacy - Family Life Planning Programme of the Department of Adult Education of the Ministry of Education in Thailand is a programme that has evolved over the years on the basis of careful planning, field experimentation and evaluation. It is centred on problem oriented discussion relating to four general areas, namely agriculture, health and family life, economics and civics. Population and family size issues that come up in connection with these problem areas are taken up for small group discussion, enabling an interchange of experiences and ideas, and participants are encouraged to work out their own solutions. The programme has many innovative features to commend it, especially in regard to the curriculum and instructional methods used, and these aspects are considered elsewhere in this report.

In Indonesia, a large-scale population education programme for the out-of-school sector is undertaken under the auspices of the Directorate General of Non-Formal Education and Sports. One special feature of this programme is that it is based on a comprehensive statement of scope, covering four areas of knowledge, namely: i) basic con-

cepts of demography; ii) population growth and economic life; iii) population growth and socio-cultural life; and iv) population growth and ecological problems. The general objective of the programme is stated as being to develop rational and responsible attitudes and behaviour in order to achieve a 'welfare' life spiritually as well as physically in the family, society and the world in general, paying due regard to natural resource availability. This general objective is then subdivided into 23 more specific objectives. Another special feature of the programme is the development of learning packages to suit various target audiences on the basis that it would be impracticable to present the total content to the generality of learners on account of differences in their previous learning attainments, their areas of interest in non-formal education, and the number of hours available for exposure to population education content. The design of the learning packages is of interest, and reference is made to them elsewhere in this report.

3. a) The participation of youth groups

The participation of youth groups is another recent development of interest, especially as they are on the threshold or beginning of migratory or reproductive behaviour or both. A sensitive understanding of population issues on their part is important *per se* for the influence it might exercise on their behaviour. Apart from this, their services could be utilized for working with other young people, and communicating population ideas to them.

In Bangladesh, a programme entitled *Population activities for out-of-school youths* has been started by the Department of Social Welfare. The youth groups are formed under the supervisory jurisdiction of voluntary social welfare organizations registered with the Department of Social Welfare. Apart from vocational training, population issues such as the population trends in Bangladesh, the determinants of change, the consequences of population change upon the quality of life of the individual, the family and nation are considered, and decision-making skills are encouraged. Financial assistance has been received from UNFPA for this project.

In India, the Youth and Family Planning Programme Council of New Delhi has been conducting population education programmes for out-of-school youth in Haryana and Orissa.

In Indonesia, the Indonesian National Youth Committee and the Scouts Association have been engaged in population education activities among their membership.

In the Republic of Korea, youth organizations such as the 4H Clubs, the National Council of the Young New Christian Association of Korea, Korean Unesco Student Associations, Junior Red Cross, Korea Junior Chamber of Commerce and the National Council of Youth Organizations have received technical assistance from the Planned Parenthood Federation of Korea in organizing population activities for their members.

Out-of-School Population Education Programmes

In the Philippines, three private organizations very active in the field of out-of-school population education are the Foundation for Youth Development of the Philippines (FYDP), the Kapatiran-Kanlaran Foundation Incorporated (KKFI), and the Rizal Youth Development Foundation (RYDF). The FYDP aims to combat illiteracy, and to further literacy and continuing education in the out-of-school group, 15 to 35 years of age. It implements an action programme to help out-of-school youth develop their educational potential through functional literacy, and to integrate in their education practical activities designed to improve their learning power as well as their usefulness as members of the community. The instructors are expected to incorporate population education concepts as they think fit. The KKFI is concerned with students in the university as well as with out-of-school youth, and aims at the integration of population education into their programmes of work. The activities of the RYDF are based on the premise that the youth of the country are the source of power that could be mobilized for social and economic development. In order to fit youth for living, youth groups have been organized to carry out such activities as continuing education, learning and understanding the basic processes of nature such as birth and growth processes, health and sanitation, environment and its protection, preparation for marriage and family planning. In the Philippines, the Population Awareness and Sex Education Programme of the Bureau of Youth Welfare of the Department of Social Services and Development, directed at out-of-school youth aged 13 to 24, is regarded as a totally population education oriented programme, or in other words as a programme that exists for the sake of population education, not being integrated into any other programmes and not supplying any services as an end towards which population education is seen as a motivational measure.

In Thailand, the Planned Parenthood Association of Thailand has two projects aimed at the identification and training of youth group leaders to serve as facilitators in population education and family planning. One programme is organized in conjunction with the Accelerated Rural Development Agency of the Department of Community Development, Ministry of Interior, and the other in association with the Prachinburi Provincial Authorities.

It will be noted that the programme thrusts among youth groups are in two directions, one of them wholly population oriented, the other with a broader development perspective that includes their income generating capacity.

3. b) <u>The participation of women's organizations</u>

Women have all along been in the front line as recipients of family planning information and services, but their potential as change agents in their communities has seldom been utilized. The case studies show an emerging trend in this direction, and there have been interesting developments in several countries. The Republic of Korea

established its system of Mothers' Clubs in 1968 under the auspices of the Planned Parenthood Federation of Korea (PPFK). The members of a club are housewives in a community or village. Clubs were initially started only in the rural areas but the movement has now been extended to urban areas and cities as well. A Mothers' Club leader is invariably trained by the PPFK, and is expected to supervise and lead the club activities. She is in particular required to help in the activities of the governmental family planning programme, by acting as an intermediary between the members of her Club and the family planning workers attached to the health clinics. She prepares the ground for their visits by conducting preliminary discussions on population and family planning issues with the members. Besides the Mothers' Clubs, several women's organizations in Korea have become interested in population activities and receive technical support from the PPFK.

In India, the Bharatiya Grameen Mahila Sangh, an all India organization of rural women, has been established with the principal objective of promoting the welfare of rural women. The Madhya Pradesh Branch of the Sangh at Indore conducts an out-of-school population education programme as a part of its rural women's education programme.

In Bangladesh, the Department of Social Welfare has a project entitled *Use of Mothers' Club for Population Activities* with the objective of imparting some vocational training to them, and educating and motivating rural women folk towards accepting family planning by involving them in gainful economic activities. The Bangladesh Mahila Samity, a non-political women's organization run with financial assistance from the Bangladesh Family Planning Association, conducts nine projects on *Sukhi Paribar* (happy family) in different areas of Bangladesh. Information on population issues and family planning is provided at these centres, along with some vocational training. Concerned Women for Family Planning is another organization active in Bangladesh. The thrust of its activities is to motivate women to accept family planning as a means to a better livelihood.

In Pakistan, efforts are being made to integrate population education with social welfare and community development activities by the Women's Wing of the Red Crescent Society in Karachi, the All Pakistan Women's Association and Behbood Association.

In Sri Lanka, the Lanka Mahila Samiti, a women's organization with about fifty years' experience in social welfare activities reaching out to many rural areas, has recently undertaken a project entitled *Education of Village Women for Better Home Management* with UNFPA funding, including in its objectives the training of village women in population education and motivation to use the government family health services.

In Thailand, the National Council of Women has conducted training classes for representatives of member agencies to assist village women in improving the quality of life. The approach combines information, motivation and problem-solving skills with family planning services. The Thai Women's Culture Group of Nakorn Sawan has also assisted in this work.

3. c) The participation of trade union officials and workers

Since 1972, population education activities have been promoted among trade union officials, and workers both in the organized sectors and the unorganized sectors, as a result of funds provided by the UNFPA.

Some of the activities have been more biased towards family planning than population education, but from among the latter the following may be singled out as providing evidence of the successful diffusion of population education among workers.

In India, three projects were initiated in 1974 with the titles: i) *Appointment of family welfare officers and population education for regional trade union officials;* ii) *Regional labour - management seminars for population education in the organized sector;* iii) *Population education in the unorganized sector.*

In Korea, after holding a training seminar for the education officers of 17 unions affiliated to the Federation of Korean Trade Unions (FKTU), two projects were initiated. One is entitled *Promotion of family planning programme in industry*, and the other *Population/family planning project for the Department of Labour*. The population education component in the first project was entrusted to the FKTU, and as it turned out involved giving some basic elements of population education to large numbers of workers who were required thereafter to establish a dialogue with their fellow workers.

In Sri Lanka, two projects in population education and family planning education were introduced in 1974 for the urban sector and the plantation sector, and in 1978 there followed an extension of the programme to the unorganized sector.

A project was also initiated in Indonesia in 1974 to provide population education and training for labour welfare officers, trade union officials, and personnel officers.

The involvement of trade union officials in population education activities is considered to be of great significance, as they are among the more dynamic members and opinion leaders of their community, and are likely to be quite successful in influencing their fellow workers.

Needs identified in the case studies

The case studies emphasized four major needs, namely:

1. The need to extend the present coverage of out-of-school population education programmes;
2. The need for more funds for out-of-school population education programmes;
3. The need for persons trained in population education;

4. The need for instructional materials for various target groups.

The information provided in respect of the countries was not sufficiently detailed to justify the adoption of a typology indicating whether a stated need was felt to a large or small extent in respect of itself. There is little doubt, however, that as out-of-school population education programmes are at various stages of implementation in the different countries, these needs are by no means at a uniform level.

1. The need to extend the present coverage of out-of-school population education programmes

It was recognized in every case study that there is a need to extend the present coverage of out-of-school population education programmes, as the majority of the out-of-school population is not exposed to them. This is so even in countries in which a large number of agencies or organizations, except by an investment of financial and human resources that are definitely not available. There was a consensus that a comprehensive coverage could be achieved only by a national plan for population education in the out-of-school sector.

2. The need for more funds for out-of-school population education programmes

Nearly all the agencies and organizations operating out-of-school population education programmes are stated to be short of funds for expanding their programmes, and the need for funds from the government, from international agencies, or donor countries and agencies was stressed. While out-of-school population education programmes certainly deserve a substantial flow of funds, it would be fair to note that there is a strong case for investigating possible economies that could be achieved if certain critical but costly activities (e.g. training, production of materials) are carried out collaboratively by pooling of resources or by the agreed devolution of leadership in respect of these (or other) activities on those agencies or organizations that have the capability for them. In the long run, that would be more productive than a feeble effort by those not fully equipped for the task. However, this is more easily said than done, as considerations of prestige weigh heavily even with organizations dedicated to human welfare and it is not easy for some of them to conceive a role in which they are seen as not quite up to the same standing as others. Where it is possible to have a genuine sharing of leadership among all concerned, this problem is less likely to arise, but in this case the number of agencies or organizations will have to be very small in number to ensure that each gets a leadership role.

3. The need for persons trained in population education

Nearly every case study pointed out the shortage of personnel trained in population education. Training programmes are required for key persons to play leadership roles in curriculum and instructional materials development, as well as for persons to present the materials to various target groups.

4. The need for instructional materials for various target groups

There was a consensus of opinion in the case studies that instructional materials did not exist in sufficient number and variety to meet the needs of various target groups. By and large, the trend of thinking reflected in the majority of the case studies shows that each agency or organization thinks in terms of the materials that it ought to produce. In a couple of countries, there are agencies which do not aim at self-sufficiency, and are quite happy to use, sometimes in their existing form and at other times with adaptation, materials which are produced by others.

IV. CURRICULUM AND INSTRUCTIONAL MATERIALS DEVELOPMENT

The case studies point out some of the difficulties in developing curricula and instructional materials for out-of-school programmes in population education. They relate mainly to difficulties in outlining a possible content for population education, and to the shortage of personnel trained in curriculum and materials development. At the same time, some of the case studies cite examples of innovative work done in some projects to prepare curricula and instructional materials.

The content of population education

In the decade or so during which the term 'population education' has been in use in educational circles, countries with national population education programmes have been active in outlining a population education content for the purpose of their programmes. In general, the central agency responsible for the in-school population education programme has been the Ministry of Education, and what it laid down gained acceptance more or less as a matter of course. The outline of content from none of the countries is identical, but there is a great deal of commonality about them so that one can identify the central concerns of population education in regard to the in-school sector.

When one comes to the out-of-school sector, one is baffled by the diversity of the target groups. With regard to age, this sector will be comprised of people of all ages from adolescents up. They will differ in marital status and include engaged couples, the newly married, those who have been for a small number of years, and those who have been married for a long period of time. From the point of view of their educational attainments, they will be comprised of the unschooled, the dropouts, and those who have completed various levels of education, including in some cases secondary and tertiary education. There will be the unemployed, and those employed in almost the entire range of occupations available in a community.

The diversity of the target groups is further compounded by two important features. The first is that they may be captive or volunteer audience, and secondary and more importantly they may be available for varying periods of time for population education. In fact, the latter may range from a single exposure of an hour or so, to several hours of instruction spread over days and weeks.

The proposed instructional methods would also be pertinent. For example, the question whether instruction would be through the mass media or through face-to-face interaction is important.

Faced with this set of diversities, it is clear that no uniform curriculum content can be planned to take them into account. What seems feasible is, on the one hand, to lay down a content for a full and com-

prehensive course on population education that would require 15 to 20 hours, and on the other hand to lay down the content for a variety of learning packages of one-to-two hours' duration.

The case studies show that there have been some explorations on these lines. For example, the Indonesian case study has given a content outline and states that it would be translated into 2, 4, 6, 8 and 12 hour courses according to the amount of time allotted to population education. Only the factor of time appears to have been taken into account, and other variables ignored, though perhaps this is justifiable in a first attempt.

The following curriculum suggested for 'a comprehensive and fully-structured programme of population education' at a Consultative Seminar on Out-of-School Educational Programmes in Population Education organized by Unesco at Bangkok in 1975 has found favour in several projects:

a) Demographic processes;

b) Biological, social, cultural, economic and psychological determinants of the population processes;

c) Consequences of population change upon the quality of life of the individual, the family, the nation and the world at large;

d) National policies and programmes in relation to population education.

The next succeeding sentence in the Seminar Report read as follows: "The Seminar recognized that out of the four areas mentioned above, (c) should constitute the core of any educational programme." This may be regarded as being indicative of the minimum content that a population education programme should contain in order to justify the use of the terminology. Granted the availability of only an hour or two, at least one selected aspect of quality of life may be dealt with. An early attempt in this direction was a paper entitled *An hour's population education with adult education leaders*, presented in 1971 at a Mahidol University Adult Education Seminar at Soong-nern, Thailand, by Unesco's Regional Adviser on Population Education.

Modalities of curriculum and instructional materials development

The most frequently mentioned modalities are workshops, study groups, and the preparation of materials for resource persons. The procedure followed in most cases is one that has been well-established and comprises sequentially of:

1. Survey of the target group

The purpose is to determine the characteristics of the target group, their needs and interests, and to identify the problems that they

have to face. The survey is generally carried out by interview and discussions, making use of a central group of questions, and seeking elaborations of the answers when necessary.

2. Identification of focal points for the curriculum

On the basis of the needs, interests and problems of the target groups, focal points on which the curriculum should centre and the objectives envisaged are agreed upon.

3. Selection of content

The content to be introduced is then selected, paying regard to the way in which it should be organized.

4. Selection of learning experiences

The learning experiences which should be provided are then selected.

5. Preparation and pretesting of instructional materials

Instructional materials will be prepared in the light of the decisions made in connection with 2, 3 and 4 above. They will be pretested on a small scale, and revised on the basis of a preliminary evaluation.

Curriculum development projects with innovative features

a) The family life education and functional literacy project of Thailand

The general design of the family life education and functional literacy project of Thailand is on the lines indicated above, but it has several innovative features in it. After problem areas are identified, one or more pictures focussing on the problem areas are used to start a discussion among the group. Small group discussion is prepared to large group discussion in order to encourage more participation. The learners would divide themselves into small groups in which there would be fewer inhibitions to discussion, and finally they would come together to a session at which each group would present its views. The emphasis is on the total response to a life-like situation, and it is believed that as a result of the dialogue and discussion there would be a clear perception of alternative course of action and an assessment of the most promising ones. The philosophy underlying the procedure is that it is important to develop the thinking capacity of the learners. As family life planning is a part of the literacy programme, each picture or photograph has some reading material at the back, but it is likely that even those who cannot master the reading profit by the discussion of a real life problem. One of the cards used in the programme is reproduced in Appendix A. The care consists of two pictures juxtaposed side by side to bring out the contrast between a small family and a large family. A

translation of the Thai sentences on the back of card is given in English.

b) Indonesia - incorporation of population education in the learning packages for non-formal education

The initial efforts of the UNFPA-World Bank funded population education project were in the in-school sector, and in producing instructional materials for courses of varying durations (2 hours, 4 hours, etc.) for the out-of-school sector. A new strategy adopted for non-formal education, however, envisaged the development of learning packages at three levels:

i) Package A for illiterates, neo-literates and primary school dropouts;

ii) Package B for those who complete package A and for dropouts from Junior High Schools;

iii) Package C for dropouts from Senior High Schools and those complete package B or its equivalent.

This gave rise to the need to incorporate population education content in these learning packages. Learning modules that integrate population content with the other content in the programmes have been produced. They consist of written materials, supplemented by audio-visual materials such as cassettes, slides and posters.

c) Republic of Korea - use of diverse media to present the same population education content

The Korean Institute for Research in the Behavioural Science used five different kinds of materials to present the same population content:

i) booklets;

ii) picture slides and illustrative audio tape;

iii) audio-tape drama;

iv) printed charts;

v) printed cartoons.

Using experimental and control groups, the Institute then ascertained the relative effectiveness of each of these.

Types of materials produced for out-of-school population education programmes

The types of materials produced for out-of-school population education programmes may be divided into two broad categories:

a) materials to promote awareness; and

b) instructional materials.

A distinction may be drawn between them, while recognizing that in the case of some materials it may not be easy to classify them as belonging to one category or the other. The basic differences between the two kinds of materials would lie in the objectives underlying their preparation, the nature of the content, and the impact it has on those who are exposed to them. Materials to promote awareness are simple, communicate a single idea in as striking a manner as possible but at the same time rouse a certain amount of curiosity to know more population education, and require very little effort for comprehension and/or absorption. An action response elicited by such materials is essentially a response to a message or a communication rather than a response originating from an act of reflection. Instructional materials, on the other hand, aim at the promotion of understanding. There has to be sufficient content in them to enable relationships to be perceived, and to appreciate a rationale for action. When an action response is elicited by instructional materials, it should come as the result of reflective thinking and decision making. In fact, a good criterion against which to judge instructional materials is the extent to which they call for reflective thinking and decision making as a prelude to action.

By and large, the types of 'awareness' materials produced in out-of-school population education programmes are: posters, pictures, photographs, jingles, and radio and television spot announcements. Flip charts, comic books, pamphlets, brochures, magazines, slides, films, folk drama and puppeting, radio and television dramas may in some cases be no more than 'awareness' materials, but in other cases they may fall into the category of instructional materials. Among the more specific instructional materials are: booklets, learning packages on modules, cassettes, wall newspapers, and content guides for learners. They may be population-oriented, focussing exclusively on population issues, or they may be development-oriented, introducing population content integrated with agriculture, literacy, rural development, etc. The case studies show that all these types of materials have been used in population education programmes in the out-of-school sector.

In the Republic of Korea, five alternative kinds of materials: booklets, slides together with audio tape, audio tape drama, printed charts, and printed cartoons were used to present the same content and their relative effectiveness was evaluated.

Instructional methods

The instructional methods used in programmes generally emphasize the participation of target audiences in the learning process by requiring them to react to lecture presentations, to engage in large or small group discussions and report the substance of the discussions, and to practise problem analysis and decision-making procedures. The importance of examining traditional values in a group setting with reference to their relevance in the conditions of present day life is recognized. It is considered that the sharing of viewpoints in group settings could lead to decisions that are strengthened by the sense of social support. While person to person contact is not completely

eschewed as an instructional method, its time consuming nature and limitations are recognized, and it is felt that it should be used only when occasion demands it. Most out-of-school population education programmes envisage bringing about a state of affairs in which participants in programmes would develop a strong sense of commitment to the objectives of the programme, culminating in the voluntary assumption by them of the role of change agents in their communities. In other words, a multiplier effect is envisaged in which learners in programmes would be a medium for diffusing the fruits of their learning experiences. The use of folk media, such as folk-songs, dramas, and puppet shows, is also seen in this light, and it is hoped that they would be found useful in specific cultural settings. The active involvement on a voluntary basis of opinion leaders, especially influential women, to educate and motivate others in their communities is greatly hoped for, and has been realized to a small extent in some countries.

A model for the development of population education curriculum and materials integrated in development programmes

Several countries have made attempts to integrate population education content into development programmes with varying degrees of success. The case studies showed that none of them is quite satisfied with what has been achieved so far, and that if population education programmes in the out-of-school sectors are to be launched on an extensive scale, a priority area that needs attention is the development of skills for preparing integrated curricula and materials. The Regional Training Workshop at Nueva-Ecija in the Philippines on Instructional Materials Development in Out-of-School Population Education provided an opportunity for exclusive attention to this priority area. Participants from six countries with a variety of experiences working in the field of out-of-school population education, applied themselves, along with the Unesco Mobile Team for Population Education, to the task of preparing integrated materials. One rural community in the Philippines, with the usual problems of food, nutrition, health and sanitation, formed the target group. Two income generating activities - backyard vegetable gardening and poultry farming - feasible in their socio-economic environment were selected as the vocational areas with which population education is to be integrated. Objectives, general as well as specific were formulated, content was identified relating both to the two selected occupational areas and to population education, and instructional materials were prepared presenting the content in an integrated manner.

As the modalities used in this workshop and the products that came out of it may well serve as a model for out-of-school population education programmes interested in the integrated approach, the following sections from the Report are culled and reproduced as Appendix B.

1. Guidelines for the development of motivational and instructional materials.
2. Guidelines for the development of follow-up materials.

3. Integrated curriculum for backyard vegetable gardening and population education.
4. Integrated curriculum for poultry farming and population education.

An issue in integration

The integration of population education into the educational content of other development programmes has the advantages of focussing attention on the relevance of the population factor in the development process. An issue that arises is whether the quantum of population education content that can be naturally and meaningfully integrated in this manner sufficiently wide in scope to encompass certain elements of undoubted significance. To give a specific example, research studies carried out in several Asian countries, as well as in other parts of the world, have provided indisputable evidence that teen-age pregnancy is associated with great risks to the mother and the child, and the pregnancies with intervals of less than two years carry similar risks with them. One can argue that it should be the right of every female to have access to this knowledge, and yet it cannot be easily integrated in the content of certain programmes. A possible solution would be to regard the integrated population education content as providing a natural and relevant starting point to open up population issues, and then to use it as a spring board for drawing attention to important facets of reproductive behaviour.

V. PERSONNEL TRAINING FOR OUT-OF-SCHOOL POPULATION EDUCATION PROGRAMMES

The case studies pointed out the need for trained personnel belonging to two broad categories, namely:

a) personnel to develop programmes by undertaking curriculum and instructional materials development;

b) personnel to deliver programmes at the grass-roots level and stress the existence of a great shortage, especially of the first category. No country is of course, entirely lacking in persons with the requisite competence. Some countries have a larger number than others, but all perceive the need for more.

In so far as the first category is concerned, the number of trained persons required would depend to a very large extent on a decision as to whether each agency or organization engaged in population education would produce its own materials or whether it would draw most or all of its materials from an established resource centre. In the former case, a large number of trained persons would be required, but if the latter alternative is accepted, only a very small number would be required, as their task would be to carry out adaptations, if necessary, of the materials supplied by the resource centre, to supplement them and to write new materials only when those supplied by the resource centre are not satisfactory or adequate. This is, of course, a question for decision by the agency concerned.

The kind of training required by curriculum and instructional materials development personnel would depend to some extent on the modality to be used for the introduction of population education. If discrete units in population education that stand by themselves are to be introduced, it would require a less demanding preparation than would be the case if modality is to integrate the population content with the content of some other programme, e.g. agricultural extension. The early training experiences provided by the Population Education Programme Service of the Unesco Regional Office for Education in Asia in Bangkok for curriculum specialists in the out-of-school sector tended to focus on the inclusion of population education as discrete content. In June 1979, the Population Education Programme Service organized at Nueva Ecija in the Philippines a regional workshop on Instructional Materials Development in Out-of-School Population Education with the following objectives:

a) to exchange inter-country experiences with regard to the development of out-of-school population education materials;

b) to acquire skills in the process and methodology of integrating population education in the various disciplines; and

c) to develop prototype instructional materials for use in out-of-school population education programmes.

After a survey of a rural community, core content in population education was integrated with core content in two occupational areas, namely backyard vegetable gardening and poultry farming, and sets of motivational materials and instructional materials were developed. A close study of the report of this workshop shows that it is likely to be a landmark in the history of the development of out-of-school population education programmes using an integrated approach in much the same way as the Regional Workshop Report of 1970 was in opening up the field of in-school population education.

Sufficient experience has been generated in the Asian region as a result of these endeavours to enable in-country training programmes to be launched on a sound theoretical and practical foundation for the training of curriculum and instructional materials development personnel for out-of-school programmes in population education, whatever modality is to be used for the inclusion of population content. Those who participated in the regional workshop in the Philippines on Instructional Materials Development in Out-of-School Education should be specially qualified to take the leadership in training activities calling upon the Population Education Programme Service of the Regional Office to provide further expertise. It is, of course, a reality of country situations that some who have received training in a particular field are called upon to transfer to another field to meet personnel needs in the latter. If it so happens that in any particular country the specialists already trained for the out-of-school sector in population education are not available to take leadership in organizing and conducting national training programmes, the country may have to call upon the services of the Population Education Programme Service to a greater degree than would be the case if those already trained were available.

In so far as the training of personnel to deliver programmes at the grass-roots level is concerned, their training would naturally be less intensive than that for curriculum and instructional development personnel. The latter could serve as key trainers to turn out a cadre of trainees who would thereafter undertake the training of those whose task is to teach population education at the grass-roots level. Where an integrated approach is to be used, the trainers will have to be proficient in the field of integration, and therefore the cadres of trainers required for this work would have to be drawn from the respective fields concerned. This would mean more programmes for the training of trainers, but it cannot be avoided without the sacrifice of a measure of confidence and legitimacy in the training.

Details regarding training programmes were not available in the case studies. Many helpful suggestions in regard to training are contained in the Report of the Unesco Consultative Seminar on Population Education for Out-of-School Youth and Adults.

VI. RESEARCH AND EVALUATION

Research

Most of the national case studies referred to baseline surveys about target groups undertaken as a first step in designing curricula and instructional materials. There was almost a total absence of reference to other research. It may be that the organizations or agencies undertaking out-of-school population programmes have themselves not engaged in much research that is worth reporting. This is indeed a matter for concern, especially as the Unesco Consultative Seminar of October 1975 on Out-of-School Programmes in Population Education took pains to spell out some areas for research. As a matter of fact, even in regard to baseline surveys of target groups, the surveys that have been conducted have largely been confined to identifying the demographic and socio-economic characteristics of target groups to the exclusion of psychological and cultural variables.

In view of the vacuum that exists in regard to research, it will not be out of place to reproduce here three paragraphs from the report of the above-mentioned seminar.

The Seminar was of the view that research for population education in the out-of-school sector may be conducted in the following areas:

1. Identification of the target audience

Strategies to be used include surveys of the needs of the out-of-school youth and adults in the community, the ways in which population problems impinge upon them, the social and economic conditions under which out-of-school youth and adults in various parts of the country live, the patterns of employment and underemployment, the basic skill requirements, and learning needs.

2. Identification of the psychological, behavioural and cultural characteristics of the out-of-school population

There is a need to know their attitudes towards population matters such as family size and family planning. It is also necessary to explore their folk demography as reflected in cultural values and traditions, customs, beliefs, folk-songs, and proverbs.

3. Identification of major factors that influence change

The relative impact of various agents of change such as the family, the school, religious affiliations, health clinics, mass media and peer groups in bringing about changes in the attitudes and behaviour of the target groups is a valuable subject for research. It is important to find out which of these socializing agents are effective in promoting

change and what their characteristics are. A study of the status, attitudinal process and structural variables of these different socializing agents may have implications for population education programmes.

It is greatly hoped that these suggestions would be followed up and that there would be an output of research to backstop programmes.

Evaluation

In so far as the preparation of instructional materials was concerned, the case studies reported that formative evaluation was in general routinely undertaken as part of the development process. Evaluation of total programme impact took the form of KAP studies (there was no mention of pre-programme and post-programme studies) in some countries, and more commonly, statistical data regarding contraceptive acceptance. Declines in fertility were also reported in respect of females exposed to certain programmes.

Summative evaluation of the content or methodology of population education programmes was reported only in respect of the out-of-school population education programme of the Korean Institute for Research in the Behavioural Sciences. It used the classical research design of experimental and control groups, with randomization, and employed analysis of covariance to eliminate the influence of extraneous variables. Six evaluative criteria, namely: i) population consciousness; ii) degree of contraception acceptance; iii) value of children; iv) ideal number of children at social level; v) ideal number of children at individual level; and vi) ideal number of children at optimal level, were used to determine the effects of five types of instructional programmes, namely booklets, slides, dramas, printed charts, and cartoons.

It may not always be possible to have such a tight evaluation design. Less exacting designs are not without their uses as has been readily conceded in the *Manual on Evaluation in Population Education* brought out by the Unesco Regional Office in 1979. It is hoped that the availability of this Manual, containing as it does a number of prototype instruments suggestive for use, with appropriate adaptations, for purposes of evaluation would provide a stimulus for more activity in the future in what is more or less a barren field at present.

VII. THE CO-ORDINATION OF OUT-OF-SCHOOL POPULATION EDUCATION PROGRAMMES

The case studies show that different countries are at different stages in programme development, but the feature that stands out in respect of even those countries that are most advanced in programme development is that only a very small segment of the total population of out-of-school youth and adults is covered by existing programmes. This is so even with regard to youth and young adults, who are generally considered a priority target group. Some of the case study writers express the view that a possible remedy would be to establish an organization which would draw up a national programme of population education for the out-of-school sector and co-ordinate the activities of all agencies participating in the out-of-school sector. One or two have, however, expressed some scepticism.

A review of the arrangements obtaining in different countries for co-ordinating population activities may, however, provide a good background against which the question of co-ordinating population activities may be considered. The case studies do, in fact, provide this information.

Bangladesh

The Directorate of Population Control and Family Planning is the co-ordinating body at the national level. It is stated in the case study that, for co-ordination at the village level, programme infrastructures are functioning at the district, subdivision and Thana levels. Thana Co-ordinating Councils are mentioned in this connection, but their functions appear to be confined to co-ordinating the population activities of government agencies.

India

The case study makes no mention of a co-ordinating body for population activities in India.

Indonesia

In terms of Presidential Decree No. 33 of 1972, the co-ordination of population and family planning programmes is the function of the National Family Planning Co-ordinating Board (NFPCB), which is answerable to the President. The Board is in fact responsible not only for co-ordinating but also for planning programmes, and executing them through various agencies. The function of co-ordination applies to the government sector as well as to the private sector. For planning and co-ordinating population education activities, the NFPCB has set up a Population Education Division within its Bureau of Education and Training. At the provincial level, Provincial Family Planning Co-

ordinating Boards have been established to make preliminary plans and submit them to the UNFPCB.

As there is a well-organized structure for non-formal education, the responsibility for non-formal education lies with the Directorate General of Non-Formal Education and Sports. Within the Directorate General itself, it is the Directorate of Community Education that is the major implementing agency for implementing population education programmes. The following agencies, which are outside the purview of the Directorate General of Non-Formal Education also carry out programmes for special groups: Department of Education and Culture, Department of Manpower, Transmigration and Co-operative Movement, Department of Information, Department of Armed Forces, Muhammadiyah, Indonesia Council of Churches, Indonesian National Youth Committee, Scouts Association. The role of the national population education project in relation to the out-of-school sector is that of producing instructional materials and teaching guides. Co-ordination of activities is achieved through the National Technical Co-ordinating Committee in which all these agencies are represented.

Pakistan

A committee appointed in 1975 by the Prime Minister to review the programme of population planning, recommended the formulation of a national programme of population education to be undertaken by the federal and the provincial governments. For planning and co-ordinating such a plan, the committee recommended the strengthening of population education within the Population Planning Division and the setting up of a Working Group. This recommendation has not been implemented as yet.

At the present time, responsibility for designing and co-ordinating general communication and educational programmes is vested with the Directorate of Communication and Publicity of the Population Planning Division of the Ministry of Health, Population and Social Welfare. The Demographic Policies and Implementation Research Centre is mentioned as playing a vital role in collaboration with various government departments (e.g. the Curriculum Wing of the Ministry of Education) and voluntary organizations for developing innovative approaches and designing group specific population education materials. The Directorate of Production and Publication is responsible for the production of communication, education and training materials. Consultation with the Directorate of Training and Evaluation takes place in connection with the designing, development and use of population education and training materials.

Philippines

The Population Commission was established for co-ordinating all population-related activities throughout the country. In theory, its powers are all encompassing in the population field, but in actual practice its involvement goes so far as providing funds to deserving projects, making materials produced by it available to other agencies on

request, and occasionally providing technical assistance in the form of resource persons from its staff of specialists when requests for such assistance come from other agencies.

According to the writer of the case study, any effective co-ordination of population education activities is unlikely to be attempted by any single body in the foreseeable future, in view of the diversity of the agencies concerned and the fact that they themselves belong to high order autonomous organizational structures. They have largely remained self-contained, maintaining a minimum of interaction among themselves.

Republic of Korea

The Population Policy Co-ordinating Committee consists of the Minister of the Economic Planning Board, the Minister of Education, the Minister of Health and Social Affairs, the Minister of Justice, the Minister of Construction, the Minister of Information and Culture, the First and Second Ministers of State without portfolio, and the Mayor of Seoul City. It also includes a few scholars and professionals. The function of the Committee is to formulate population policies.

Sri Lanka

The overall co-ordinating agency for government and UNFPA-funded projects in the field of population is the Ministry of Plan Implementation, which functions directly under the President of Sri Lanka. In order to co-ordinate, monitor and evaluate UNFPA-funded projects, a UNFPA Project Implementation Committee has been set up. It consists of the Secretaries of Ministries which have UNFPA-funded projects, and it meets every two months under the chairmanship of the Secretary of the Ministry of Plan Implementation. There is no mechanism to co-ordinate non-UNFPA funded projects either at the national or local level. As pointed out by the writer of the case study, an administrative structure exists in the District Minister system, and it could be put into use to co-ordinate population activities.

The feasibility of an overall co-ordinating body and a national plan for out-of-school population education

From the review of co-ordinating mechanisms obtaining in the countries, certain facts stand out. Some co-ordinating bodies operate at such a high level (e.g. the level of Ministers or Secretaries) that it would be unrealistic to expect them to come down to the brass tacks involved in effective co-ordination. It is only in Indonesia and the Philippines that two agencies have been established - the National Family Planning Co-ordinating Board of Indonesia and the Population Commission of the Philippines - which have in theory the potential for effective co-ordination. In Indonesia, the private sector agencies appear to be insignificant. It is quite the opposite in the Philippines. In Indonesia, the extensive provision of non-formal education by the

government introduces into the question of out-of-school population an element that is not present in the other countries.

The fact that, in spite of the existence in Indonesia and Philippines of two bodies with the potential for drawing up a national plan for out-of-school population education and co-ordination the work of agencies, action has not been taken (and stated to be unlikely in the foreseeable future in the Philippines) throws some doubt about the feasibility of such action. Agencies which have their own financial resources for the major part of their activities do not easily lend themselves to control, and to attempt to control them would be to curb their initiative. Co-ordination does not, of course, mean control but it nevertheless detracts from complete autonomy and is seen to that extent as the exercise of control.

There are inherent difficulties in drawing up a national plan. It might be ineffective and unacceptable if the plan is drawn up by an agency or organization established for the purpose, for agencies active in the field would expect to be consulted. A conference or meeting of all agencies active in the field might at the same time be quite unwieldy. To include some and exclude others will create problems. Apportioning tasks or responsibilities within a national plan may also be quite formidable considering agency interests and rivalries. Another difficulty about a national plan is that if the ultimate goal is implementation at the local level, a variety of locally specific factors will have to be taken into account, and their very diversity will make the national plan a theoretical exercise.

Some alternatives

If we forget for a moment the idea of a neat national plan in which responsibility for activities is clearly spelled out on a basis that is both functional and local, it may be possible to identify priorities from an operational point of view and examine how best they could be structured.

There will be a large measure of agreement that the prime need of the hour from the point of view of every country that has a population problem, towards the amelioration or deterioration of which every out-of-school youth and adult could contribute, either at the present moment or in the immediate or near future, is to educate them with regard to the implications of population issues. It follows from this that the delivery of a population education programme to include every youth and adult is crucial. The reality at present is that coverage is extremely limited. It is out of the question envisaging the deployment of a special cadre of persons to deliver programmes with a mass coverage, as that would not be financially viable. Hence arises the importance of enlisting in the first instance the services of any field worker who comes into contact with various groups among the out-of-school population. The question may be asked whether there would not be duplication of effort if some individuals are reached by more than one field worker. It is true that there would be some duplication of

effort in this case, but it may be productive in the sense that an individual who is insensitive to what one field worker says may be quite sensitive to another. There is also the fact that the combined effect of several approaches could be quite decisive in promoting change. The more important question, however, is that some out-of-school youth and adults would not be involved in any of these programmes, and would therefore remain unexposed. They can be reached only through the enlistment of community volunteers, who would hopefully be motivated to serve as change agents. Their identification would be a local rather than a national problem, and in the circumstances of each community some mechanism will have to be found for identifying them.

Assuming that the above-mentioned basis is acceptable for the delivery of programmes, the next two important considerations are the orientation or training of field workers and volunteers, and a supply of instructional materials. In this connection, the practice obtaining in the Republic of Korea where the Planned Parenthood Federation of Korea and the Korean Institute for Family Planning share these two activities to a very large extent on a nationwide scale is of interest.

A centrally established training agency by the government, with regional training centres in different parts of the country for providing short-term orientation/training courses in population education, may well be the answer to the problem of training. Experimentation could be carried out with various modalities of training such as training modules, correspondence lessons including feedback on answers, and face-to-face sessions, in order to determine the most effective 'mix' of modalities, especially with a view to reducing the duration of face-to-face instruction which is by far the biggest strain on financial resources. Very real economies of scale could be achieved by such an organizational set up for training. There is no reason whatsoever for sacrifice of quality in such a set up, and if a reputation for efficiency in training is gradually built up, there will be no reluctance on the part of different agencies active in out-of-school population education to make use of the training facilities. Indeed, it may even be the case that training capacities will be stretched to the full to cope with the demand.

The other area in which duplication of effort may be avoided is in the production of instructional materials by the establishment under government auspices of an instructional materials production centre. If the output is of high quality as should be the case if the centre is staffed by the best available persons for the purpose, and has the capacity to respond quickly to the needs of any special target groups, there should be no lack of demand for the materials produced by the centre. It is of interest to note that several of the case studies stressed the usefulness of such a centre. The Unesco Consultative Seminar on Population Education for Out-of-School Youth and Adults also recommend the establishment of such centres at the national level, with branches at other levels, if possible. The centre should be staffed by a nucleus of persons well trained in curriculum and instructional materials development, with provision for associating in its work outside specialists from time to time.

For example, if the centre is developing population education materials integrated with an activity such as poultry raising, the centre should associate in this work a person competent in the field of poultry raising. It should be emphasized that existing instructional materials developed by agencies operating in the country should be surveyed by the centre, and if appropriate they should constitute significant inputs into the centre. If the centre assumes that nothing worthwhile exists and that it must start from scratch, it may waste time and valuable material.

Experience of programme development in the in-school sector shows that about 75 per cent of the expenditure goes for training and about 15 per cent for the production of instructional materials. If agencies interested in out-of-school population education programmes carry out their own training programmes and produce their own instructional materials, the financial outlays will be such as to reduce the money available for the most important element, and indeed the very justification for the programme, namely the delivery of the programme to as large a target group as possible. If, on the other hand, expenditure on training and the production of instructional materials is kept to a minimum by the use of facilities such as those referred to in the preceding paragraphs, the major part of the financial outlay can be directed towards a comprehensive coverage of the target population.

It has to be conceded that the establishment of training centres and an instructional materials production centre falls short of the ideal of setting up a central planning and co-ordinating board or agency, and the drawing up of a national plan for out-of-school population education programmes in which the many agencies operating in the field have clearly defined responsibilities. But, if the ideal is visionary and has little prospect of realization - as is indeed clear from the case studies - there is strong justification for actively seeking sound alternatives that cost little enough to be put into operation.

APPENDIX A

Guidelines for the Preparation of National Case Studies on the Development of Out-of-School Population Education Programmes

Introduction

Most of the Member States in Asia have been experiencing a common problem of rapid population growth for the last two decades. They have framed population policies to examine the trend of this rapid growth and devise means to cope with the problem. The planners in many of these countries have translated these policies into operational projects dealing with different dynamics of population. One of the projects which a number of Member States have initiated is the introduction of population education into programmes such as Adult Education, Literacy, Rural Development, Community Development, Social Welfare, Health Education, Youth Welfare and other Non-formal Education, to meet educational needs of out-of-school youth and adults. But, the nature and scope of these programmes vary from country to country. However, during the last five years, some meaningful experiences have been generated which can serve as useful tools in designing future activities in the out-of-school sector. To help accomplish this objective, the Unesco Regional Office has planned to undertake a comparative study of the development of out-of-school population education programmes in Asia through a series of national case studies. A broad outline for the national case studies have been prepared and presented below, for the consideration of the institutions/persons likely to undertake the study.

Planning and Development

1. Nature of Population Policy and its co-ordination with other development policies in the respective Member State.
2. Planning procedures/strategies applied at various levels for the identification of:
   a) Needs and problem areas (general and specific), and
   b) Determination of programme objectives (general and specific).
3. Agency/agencies responsible for planning at various levels.
4. Co-ordination and involvement of other allied government, semi-government, and voluntary organizations/ agencies in planning.

5. Nature of the Programme

   a) Pilot or comprehensive (specify coverage);

   b) Target audience: Entire out-of-school sector or some priority strata of population;

   c) Criteria for the selection of target groups in terms of age, sex, marital status, educational level, area of residence (rural-urban), occupation, religion, socio-economic background, socio-cultural values, etc.

6. Problems faced in planning the programme and strategies applied to overcome them.

Mobilization of Resources
(Personnel, funds and institutions/organizations)

1. Strategies planned and/or adopted for identifying and utilizing

   a) the existing resources and

   b) creating additional resources.

2. Degree of local participation in Resource Mobilization.

3. Use of Mass Media and political party arms.

4. Motivational strategies adopted and their outcomes.

Organizational, Administrative and Co-ordination

Strategies applied with special reference to:

1. the involvement of local administration, voluntary organizations, and community leadership;

2. establishing horizontal as well as vertical co-ordination at different administrative levels and between governments and voluntary agencies;

3. co-ordinating bodies at different levels indicating the central agency or person who co-ordinates the activities of the programme;

4. problems encountered and solutions found.

Curriculum and Instructional Material Development

1. Strategies for curriculum development for:

   a) Professional workers, informal opinion leaders and their peers;

b) General public (target audience).

2. General curriculum contents.
3. Procedure followed for the development and production of teaching-learning materials.
4. Problems faced in curriculum development and instructional material development, and steps taken to solve them.

Research and Evaluation

1. Type and nature of research studies undertaken and planned.
2. Programme evaluation with special reference to the processes/methodologies adopted and their outcomes.

Feedback Mechanism and how does it operate?

General Comments and Observations about the Programme with special reference to:

1. Local initiative and involvement in
   a) Planning;
   b) Implementation; and
   c) Evaluation of the programme.
2. Impact on programme beneficiary.
3. Impact on external climate.
4. Renewal mechanism.
5. Innovative approaches/experiences.

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APPENDIX B

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Doctors or nurses know the methods for birth control.
There are several such methods.
Doctors or nurses will advise on appropriate methods.
Father and mother may choose any _____
But the methods chosen should be appropriate to him/her.

APPENDIX C

Guidelines for the Development of Integrated Curriculum

In the course of the discussion, it was suggested that two types or sets of guidelines may be developed for consideration in developing an integrated curriculum. One type may be a set of general guidelines. The second set may be procedural guidelines which will indicate the actual procedure or processes to be followed in developing an integrated curriculum. These guidelines are briefly summarized as follows:

I. General guidelines

1. Clear statement and understanding of the concept of an integrated curriculum
   - that it is based on the needs, procedure, and interests of learners, the community, and the society;
   - that it is flexible to accommodate new developments and changing needs.
2. Organization of an interdisciplinary team or committee representing various disciplines as no single individual or agency can develop a real integrated curriculum to meet the learning needs of out-of-school population.
3. Selection of a suitable curriculum area into which population education will be integrated (example: functional literacy curriculum).

II. Procedural guidelines

1. Establishing background information
   a) Know the national population policy.
      The national population policy gives direction on how far a programme can go.
   b) Identify the target groups.
      The curriculum and materials development staff should know the ultimate beneficiaries or end users of the curriculum and materials. The users may be farmers, housewives, out-of-school youths, workers in industries, literacy teachers, health workers, social welfare workers, and others.

c) Identify the characteristics, problems, and needs of the target population.
The staff should try to find out the characteristics of the target audience, such as the level of understanding, language or dialects, age, financial position, reference groups, religious affiliations, social customs, norms, sanctions and punishments, taboos, personal beliefs and attitudes, media habits, and the environmental conditions under which they live, especially climate, housing, educational facilities, communications, working conditions, food habits, and types of employment. In addition, the problems or needs of the target population should also be determined. These may be on literacy, health and sanitation, vocational skills preparation, etc.

These characteristics and problems of the target population may be determined through examination or review of available data from secondary sources, such as the records and findings of studies and researches. Aside from this, the production staff may also conduct a survey. In conducting a survey, questionnaire and interview guides may be developed and utilized as instruments. The survey may be conducted by means of interview, general observations of the area, and consultative sessions, with sample target groups and group leaders.

Lastly, the survey results should be collated, analysed, and summarized.

2. Development of core contents of population education.

3. Identification of the different components of functional literacy curriculum, such as health, nutrition, agriculture, vocational skills, etc., and list the topics to be taken up under each component.

4. Analysis of the core contents of population education and identification of possible plug-in points under each topic considered in each component of the functional literacy curriculum.

5. Drafting the integrated curriculum.

6. Determining priority areas and sequencing the learning units.

7. Reviewing and finalizing the draft curriculum with the help of instructors and selected learners.

8. Development of appropriate teaching/learning materials.

9. Try out of the teaching/learning materials.

10. Revision and development of prototype integrated curriculum.

Guidelines for the development of motivational and instructional materials

In view of the similarities in the types and forms of motivational and instructional materials, it was decided to merge the guidelines for their development. However, there would still be some differences in the degree of emphasis on some aspects of the guidelines for the development of these two types of materials. A list of general guidelines is presented below:

1. Determine through pre-production sessions attended by the production staff, prospective target audiences, local leaders, subject specialists, communication expert, and illustrator, the following:
   a) types of appeals (health appeal, economic appeal),
   b) programme contents in the light of the results of the survey,
   c) message/content to be communicated,
   d) types of motivational and instructional materials to be prepared,
   e) language(s) to be used, and
   f) style/design/format of the materials.

   Whatever type/format of the materials is considered for development, the material must possess the following characteristics:
   (1) based on social, economic, and cultural background of the target audience,
   (2) make use of local materials and involve local experts in the preparation, and
   (3) help the target group to improve their working skills and knowledge of the programme.

2. Identify sources of information or the topic/contents to be developed.

3. Develop the first draft through

   a) interdisciplinary team of materials developers,

   b) commissioning writers, and

   c) writers workshop.

      (1) submit the draft to the subject experts and other members of the production staff for comments and suggestions,

      (2) revise (if needed) considering comments and suggestions,

      (3) sit down with the artist to discuss visualization of the material, if needed,

      (4) evaluate thumbnail sketches of the art work submitted by the artist, and

      (5) finalize art works considering comments and suggestions.

4. Testing materials

   Pretesting should cover the following:

   a) Validity and relevance of contents,

   b) Appropriation of methods, formats, letter size, etc.

   c) Usefulness of the materials, and

   d) Comprehensiveness and communicability.

   To pretest different types of materials the following activities need to be undertaken:

   (1) Prepare instruments for pretesting, such as questionnaires, check-list, observation guides, etc.

   (2) Pretest the materials on sample population of the target audience.

      (a) To pretest a written material, observe the following steps:

         i) Ask each member of the sample audience to read aloud the texts to find out words/sentences which cannot easily be recognized. Mark those words and sentences.

ii) Ask the sample audience to read the given texts. Give them a test after they finish reading to find out whether they comprehend/understand.

iii) Ask the sample audience to read the texts and then discuss the topic in a joint meeting. It is preferable to tape the discussion so that this can be examined later as to which subject matter has been understood and to what extent.

(b) To pretest a visual, such as a still picture, a diagram, and others, ask the sample audience to examine visual and then say what they think it communicates. This is to make sure that it communicates the same idea to the reader as the writer intended to.

(c) To pretest draft materials for radio and television, play the tapes to the sample audience. Get their reactions about the suitability of the message/content, speakers, method and time of day for presentation, length, etc. Use a check-list, a questionnaire or a tape to record audience reactions.

5. Revise the materials based on pretest results.

6. Produce materials in bulk and distribute to intended users to evaluate the effectiveness of the materials.

7. Enrich the materials in subsequent editions in the light of feedbacks received.

Guidelines for the development of follow-up materials

A. General guidelines

1. These materials should be prepared to support interpersonal communication, such as home visits, demonstrations, meetings, guided group discussions, and workshops.

2. These reports/materials should be prepared periodically.

3. The content should be tailored to suit the learning needs of the audience.

4. Content should build on what the audience/target has learned.

5. Content should be skill development oriented.

6. Content should entertain and teach.

7. Content should be simple, easy to follow, elementary but comprehensive and more detailed.

8. Content should be specific.

9. Content should provide alternative approaches.

10. The content should provide information on service delivery; e.g. how and where to avail of these services.

B. Procedural guidelines

The methodology for the development of follow-up materials will be similar to that of the preparation of motivational and instructional materials. It shall commence after the post-test of the other materials. Hence, the baseline information for the development of these materials shall be the result of analysis of the post-test, feedback, and other new information deemed necessary.

Linkages with other agencies/inter-ministerial co-ordination and co-operation, supportive services, and activities should be provided to ensure continuous practice.

General Remarks

The guidelines are only suggestive and thus must be adapted to the needs of the country and/or organization involved in the development of curriculum and materials.

Integrated Curriculum for Backyard Vegetable Gardening and Population

OBJECTIVES	CONTENTS		MATERIALS
	Vegetable Gardening	Population Education	
General Objective To develop an understanding about vegetable gardening that could promote self-employment, better health and nutrition, and population education.	I. Importance of backyard vegetable gardening 1. Proper utilization of space in the backyard. 2. Production of fresh vegetables for the family. 3. Improve nutritional standards of the family.	1. Demographic situations of the village. 2. Consequences of family size on different aspects of life, such as health and nutrition, education, employment, clothing, and income.	I. Motivational Posters-Messages 1. Too many children to feed; keep your family small. 2. For better health, grow more vegetables/have less children. 3. For better health, space your children as you space plant.
Specific Objectives To enable the learners to: 1. utilize vacant backyard space for growing vegetables; 2. produce fresh vegetable for the family; 3. develop better health and improve nutritional standards; 4. understand the effects of spacing of children on the health of the mother and other family members; 5. understand the relationship between family size, and production and supply of vegetable to improve the quality of life; 6. utilize leisure time purposefully; and 7. supplement the family income.	II. Preparation of a backyard vegetable garden 1. Preparation of lay-out plan of the garden. 2. Preparation of seedbeds. 3. Selection of seeds and raising seedlings. 4. Planting methods.	1. Physiology of plant growth in relation to human reproduction. 2. Concept of planned gardening and planned family. 3. Parallelism between essential components of vegetable growing and their relationship with family size, growth, and care of children.	II. Instructional Charts 1. Plant genetics as related to human reproduction. (Flip chart). 2. Lay out of a backyard vegetable garden, including cropping pattern.
	III. Care of the garden 1. Inter-cultural operations including watering and weeding. 2. Use of fertilizers and pesticides, and harvesting.	Importance of maintaining the fertility of land and fertility of women for producing a healthy generation. Need for supplementary food for over-utilized land and women giving frequent births. Use of pesticides to prevent and cure plant diseases versus immunization and use of medicines for prevention and cure of diseases among human beings.	Booklets: 1. The story of barangay Nieves - highlighting: demographic situations and consequences of rapid population growth (Illustrated). 2. Grow more vegetables and be healthy. (A Guide to Backyard Vegetable Gardening). Depicting relationship between family size and vegetable requirements.

OBJECTIVES	CONTENTS		MATERIALS
	Vegetable Gardening	Population Education	
	IV. Marketing of garden produce 1. Individual 2. Co-operative		3. Modules on Backyard Vegetable Gardening. 4. Comic story on vegetable gardening - *Boon's Family*.
	V. Cooking and preservation 1. Proper methods of cooking to check loss of nutrients. 2. Storage and preservation.	Big family size - no surplus of food for storage and preservation.	

Sample Illustration No. 2

Integrated Curriculum for Poultry Farming and Population Education

OBJECTIVES	CONTENTS		MATERIALS
	Poultry Farming	Population Education	
General Objective To develop an understanding about poultry farming that could promote self-employment, better health and nutrition and population education.	I. Importance of poultry raising 1. Increase family income. 2. Productive use of leisure time. 3. Improve protein intake of the family.	Complimentary relationship between poultry farming and family income, protein intake, and health of the family.	I. Motivational 1. Radio spots and jingles on the message 'Produce and eat more poultry products for a healthy family.' 2. Slogans and stickers. Theme: For a healthier tomorrow, raise poultry. 3. Posters: 'Raise poultry, increase your income.' A diagram of a poultry house making use of indigenous materials.
Specific Objectives To enable the learners to: 1. develop skills in poultry raising such as construction of poultry house, selection of breeds, proper feeding, and control of pests and diseases; 2. help increase family income; 3. improve protein intake of the family by increased supply of poultry products; 4. improve skills in marketing poultry products; and 5. understand the complimentary relationship of poultry raising and population education and standard of living.	II. Construction of poultry houses 1. Types of poultry houses. 2. Use of available local materials for making a poultry house.	All living species need adequate housing space, lighting and ventilation for better growth and health. (Approach from the point of view of meeting the needs of different species).	II. Instructional 1. School-on-the-air programme - a series of radio scripts. 2. Booklet on construction of various types of poultry houses (Illustrated), highlighting the emerging needs of human housing due to population growth in the urban areas. 3. Flip chart on reproduction process of human being. 4. Drama script covering Item IV, 1-6. 5. Comic book on poultry raising. 6. Self-learning materials for Item No. I-VI.
	III. Selection of breeds 1. Acquaintance with different kinds of breeds-layers and broilers. 2. Characteristics of good layers and broilers.	The reproduction process of human beings.	
	IV. Care of Management 1. Knowledge of different kinds of poultry feeds and their sources. 2. Selection of feeds. 3. Preparation of poultry feeds from locally available materials. 4. Proper methods of feeding. 5. Management of water, light, and litter. 6. Common poultry diseases, their prevention and control.	1. The larger the family, the more care and maintenance of family members are needed. 2. As special feeds are needed for growing chicken at different stages of growth, so do pregnant mothers, infants, youth, working members and adults.	

OBJECTIVES	CONTENTS	MATERIALS
	Poultry Farming	**Population Education**
	V. Marketing 1. Marketing of poultry products. 2. Packing and disposal of eggs and broilers. 3. Selection and preservation of eggs and dressed broiler.	
	VI. Economics of poultry farming 1. Facilities available for poultry keeping. 2. Investment and profit.	Economics of frequent deliveries and raising children to be explained - highlighting expenditures on delivery and bringing up of many children with special reference to food, education, clothing, etc.

APPENDIX D

Below is a list of organizations/agencies named in the national case studies as being engaged in out-of-school programmes of education. Where the case studies mention the target groups, methods and materials, this information, too, is included against the name of each organization/ agency.

Bangladesh

1. Directorate of Population Control and Family Planning. Target groups: population at large. Methods: orientation programmes, group discussions, local folk singers, workshops. Materials: books, pamphlets, posters, broadcasts, films.
2. Department of Social Welfare. Target groups: rural mothers, out-of-school youth. Methods: involving mothers and youth in economic activities, group discussions, lectures, public meetings, rapport with leaders.
3. Integrated Rural Development Programme - Pilot Project on Co-operation and Population Education. Target groups: male managers, extension agents of co-operatives.
4. Zero Population Growth. Target groups: males and females in the reproductive age range.
5. Ministry of Labour. Target groups: industrial workers.
6. Ministry of Agriculture. Target groups: farmers.
7. Swanirvar Programme. Target groups: villagers. Methods: using religious functionaries. Materials: materials emphasizing Islamic attitudes.
8. Population Planning Cell, Radio Bangladesh. Target groups: married couples. Methods: talks, discussions, interviews, dramas broadcast over the radio.
9. Department of Mass Communication. Target groups: villagers. Methods: audio-visual vans, local speakers.
10. Population Control Feature Writing Bureau, Ministry of Information and Broadcasting. Target groups: newspaper reading public. Methods: publications in newspapers. Materials: feature articles, interviews with accepters.
11. Population Programme Cell, Ministry of Information and Broadcasting. Target groups: fertile couples. Methods: radio, television, press, films.
12. Department of Films and Publications. Target groups: population over 7 years of age. Methods: films shown in commercial cinemas or through mobile vans.

13. Bangladesh Academy for Rural Development. Target groups: married couples in villages. Methods: individual and group discussions, folk songs, meetings.

14. Bangladesh Women's Rehabilitation and Welfare Foundation. Target groups: rural women within the reproductive age range. Methods: vocational training imparted by trained workers.

15. Bangladesh Family Planning Association. Target groups: adults. Methods: radio programmes. Seminars. Workshops. Materials: printed materials, including a monthly journal, audio-visual materials.

16. Jatiya Tarun Sangha. Target groups: youth. Methods: involving youth as change agents after training.

17. Bangladesh Mahila Samity. Target groups: women. Methods: leadership training programmes for women.

18. Community Development Foundation - Save the Children Foundation. Target groups: villagers. Methods: personal contact. Materials: posters, pamphlets, books.

19. Rangpur - Dinajpur Rehabilitation Service. Target group: illiterate adults. Methods: involving illiterate adults in income generating programmes.

India

1. Family Planning Association of India. i) New Delhi Branch. Target groups: youth in three urban slum areas and two rural slum areas. Methods: exhibitions, film and slide shows, group discussions, dramas and songs, puppet shows, radio talks, integration with literacy and vocational classes. Materials: posters, charts, films, slides. ii) Srinagar Branch. Target groups: youth. Methods: seminar.

2. Bharatiya Grameen Mahila Sangh. Indore Branch. Target groups: rural women. Methods: integration with adult education and literacy programme. Materials: audio-visual aids.

3. Indo-Dutch Project for Child Welfare, Hyderabad. Target groups: age group 16 to 25 years. Methods: film shows, discussions, demonstrations, role playing. Materials: films, flannelograph pictures.

4. Literacy House, Lucknow. Target groups: illiterates. Methods: integration with literacy training. Materials: family life education kit.

5. Youth and Family Planning Programme Council, New Delhi. Target groups: urban and rural youth, young farmers, young workers. Methods: seminars. Materials: monthly magazine, booklets.

6. Population Studies Centre, Sri Venkateswara University, Tirupati. Target groups: youth between the ages of 15 and 24. Methods: discussions. Materials: audio-visual aids.

Indonesia

1. Directorate of Community Education. Target groups: youth and adults.
2. Department of Education and Culture. Target groups: youth and adults.
3. Department of Manpower, Transmigration and Co-operation Movement.
4. Department of Information.
5. Department of Armed Forces. Target groups: armed forces.
6. Department of Religion.
7. Muhammadiyah. Target groups: Moslem groups.
8. Indonesia Council of Churches.
9. Indonesian Youth Committee.
10. Scouts Association. Target groups: scouts.

Pakistan

1. Population Planning Council. Target groups: general public. Methods: radio programmes (discussions, talks, interviews), television (discussions, talks, features, dramas, feature films), audio-visual vans, newspaper features. Materials: bill boards, posters, articles, pamphlets.
2. All Pakistan Women's Association. Target groups: women.
3. Behbood Association of Pakistan. Target groups: women.
4. Women's Wing of the Red Crescent Society. Target groups: women.
5. Integrated Rural Development Programme. Target groups: rural men and women.
6. Family Planning Association of Pakistan. Target groups: industrial labour.
7. Federal Ministry of Labour and Manpower. Target groups: workers.
8. Federal Ministry of Education. Target groups: literacy and non-formal education classes.
9. The People's Open University. Target groups: adults. Methods: correspondence courses and tutorials.

Philippines

1. The Family Planning Organization of the Philippines. Target groups: rural youths and adults.
2. Bureau of Youth Welfare of the Department of Social Services and Development. Target groups: youth aged 13-24.

3. Population/Responsible Parenthood Education Project in Adult Education, Adult and Community Education Division of the Department of Education and Culture. Target groups: adults.
4. Population/Responsible Parenthood Programme, Responsible Parenthood Council. Target groups: adults in rural areas.
5. Dansalan Junior College Adult Education Programme. Target groups: Muslim population in southern Philippines. Methods: integration with literacy programme.
6. Philippine Rural Reconstruction Movement. Target groups: youths and adults in rural areas. Methods: integration with literacy programmes.
7. Asian Social Institute. Target groups: adults.
8. National Council of Churches in the Philippines. Target groups: labourers and farm workers.
9. Foundation for Youth Development of the Philippines. Target groups: illiterates 15-35 years of age. Methods: integration with functional literacy and continuing education.
10. Kapatiran - Kanlaran Foundation. Target groups: out-of-school youth in Manila.
11. Rizal Youth Development Foundation. Target groups: out-of-school youth in Rizal. Methods: integration in economic development projects.
12. Department of Local Government and Community Developments Bureau of Co-operation Development. Target groups: members of rural co-operatives.
13. Department of Labour/Family Planning Project Office. Target groups: labour in the organized sector.
14. National Manpower and Youth Council. Target groups: out-of-school youth 12 to 17 years of age. Methods: integration of population education in citizenship education etc.
15. Young Women's Christian Association of the Philippines. Target groups: women.

Republic of Korea

1. Planned Parenthood Federation of Korea. Target groups: family planning field workers. Methods: seminars and lectures. Materials: leaflets, booklets, magazines, films, radio (discussions, interviews, dramas, spot announcements).
2. Korean Institute for Family Planning. Target groups: family planning field worker trainers, government administrators.
3. Office of Labour Affairs. Target groups: industrial workers.
4. Federation of Korean Trade Union. Target groups: industrial workers.

5. Korean Employer's Association. Target groups: industrial workers.
6. Ministry of Education. Target groups: parents of school children.
7. Korean Institute for Research in the Behavioural Sciences. Target groups: youth and adults. Materials: booklets, picture slides and illustrative audio tapes, audio-tape dramas, printed charts, printed cartoons.
8. Ministry of Internal Affairs. Target groups: Saemaul leaders, community leaders.
9. City of Seoul. Target groups: Saemaul leaders, city employees.
10. 4-H Clubs. Target groups: youth engaged in agriculture.
11. National Council of the young new Christian Association of Korea.
12. Armed Forces. Target groups: armed forces.

Sri Lanka

1. Health Education Bureau of the Ministry of Health. Target groups: public at large. Materials: leaflets, booklets.
2. Ministry of Labour. Target groups: urban organized labour, unorganized labour. Methods: seminars, workshops.
3. Ministry of Plantations Industry. Target groups: estate family welfare supervisors.
4. Ministry of State. Target groups: public at large. Materials: posters, flash cards, newsletters, pamphlets, monographs.
5. Family Planning Association. Target groups: public at large. Materials: booklets.
6. Lanka Mahila Samity. Target groups: women workers, village women. Methods: seminars, workships. Materials: booklets.
7. Batticaloa District Family Health Project. Target groups: residents of Batticaloa District.
8. Lanka Jatika Sarvodaya Sramadana Sangamaya. Target groups: rural sector. Methods: integrated with development projects.
9. Young Men's Christian Association. Target groups: public at large.
10. Development Services International. Target groups: public at large. Methods: meetings, radio announcements, newspaper advertisements. Materials: leaflets.

Out-of-School Population Education Programmes

Thailand

1. Planned Parenthood Association of Thailand.
   a) Target groups: workers in factories. Methods: lectures, exhibitions, film shows, training sessions.
   b) Target groups: hill tribes in the Chiangmai area. Methods: home visits, group discussions, publications.
   c) Target groups: general public. Methods: radio and television.
   d) Target groups: general public. Methods: responding to letters and personal calls.
   e) Target groups: general public. Methods: lectures, discussions, audio-visual materials.
2. Planned Parenthood Association of Thailand in co-operation with
   a) the Accelerated Rural Development Agency, Department of Community Development, Ministry of Interior. Target groups: youth group leaders. Methods: lectures and discussions.
   b) the Prachinburi Provincial authorities. Target groups: youths. Methods: lectures and discussions.
   c) the Municipal Authority of Bangkok. Target groups: residents of slum areas in Bangkok. Methods: public meetings, lectures, home visits by volunteers.
   d) the Universities. Target groups: university students volunteering to provide population education to the rural population. Methods: training camps, field work, exhibitions, film shows, home visits.
   e) Ministry of Public Health, the Accelerated Rural Development Office and Ministry of Interior. Target groups: nurses.
   f) Ministry of Public Health, Home Economics Association of Thailand, Srinakarintaraviroj University. Target groups: minor employees in colleges e.g. janitors, cooks, maids.
   g) Department of Public Welfare. Target groups: members of self-employed settlements. Methods: group discussion and personal counselling.
   h) Division of Family Health and Division of Health Education, Ministry of Public Health and the Bangkok Municipality. Target groups: general public who come to the Sunday market. Methods: exhibitions, film shows, distribution of publications, personal counselling.

3. Ministry of Public Health

   a) Target groups: public health reporters.

   b) Target groups: general public. Methods: posters, slides, films, publications and radio programmes.

4. Division of Adult Education, Ministry of Education

   a) Target groups: illiterates in rural areas, specially hill tribes, Thai Muslims. Methods: discussions and printed materials.

   b) Target groups: illiterates in urban areas. Methods: discussion.

   c) Target groups: urban and semi-urban youth. Methods: integrated with training in vocational skills.

   d) Target groups: voluntarily formed interest groups.

   e) Target groups: local leaders, housewives, farmers belonging to life-long education centres.

   f) Target groups: out-of-school population in remote rural areas. Methods: radio talks and correspondence lessons.

   g) Target groups: rural population. Methods: adult education wall newspaper. Materials: wall newspaper and booklets.

5. Ministry of Defence. Target groups: military recruits. Methods: integrated into training curriculum.

6. Department of Agricultural Promotion:

   a) Target groups: young farmer groups. Methods: integrated into training courses for young farmers.

   b) Target groups: farmer groups. Methods: integrated in the monthly meetings of farmer groups.

7. Institute of Skill Development, Department of Labour. Target groups: workers enrolled in courses.

8. National Council of Women. Target groups: representatives from member organizations and rural women. Methods: seminars.

9. Thai Women's Culture Group of Nakornsawan. Target groups: representatives from member agencies. Methods: seminars.